



Berkeley Intermediate

777 Stoney Landing Rd.
Moncks Corner, SC 29461

Grades	3-5 Elementary School	
Enrollment	693 Students	
Principal	Michael Shaw	843-899-8870
Superintendent	Dr. Anthony L. Parker	843-899-8600
Board Chair	Douglas Cooper	843-819-3320

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Below Average
2007	Average	Good
2006	Average	Below Average
2005	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

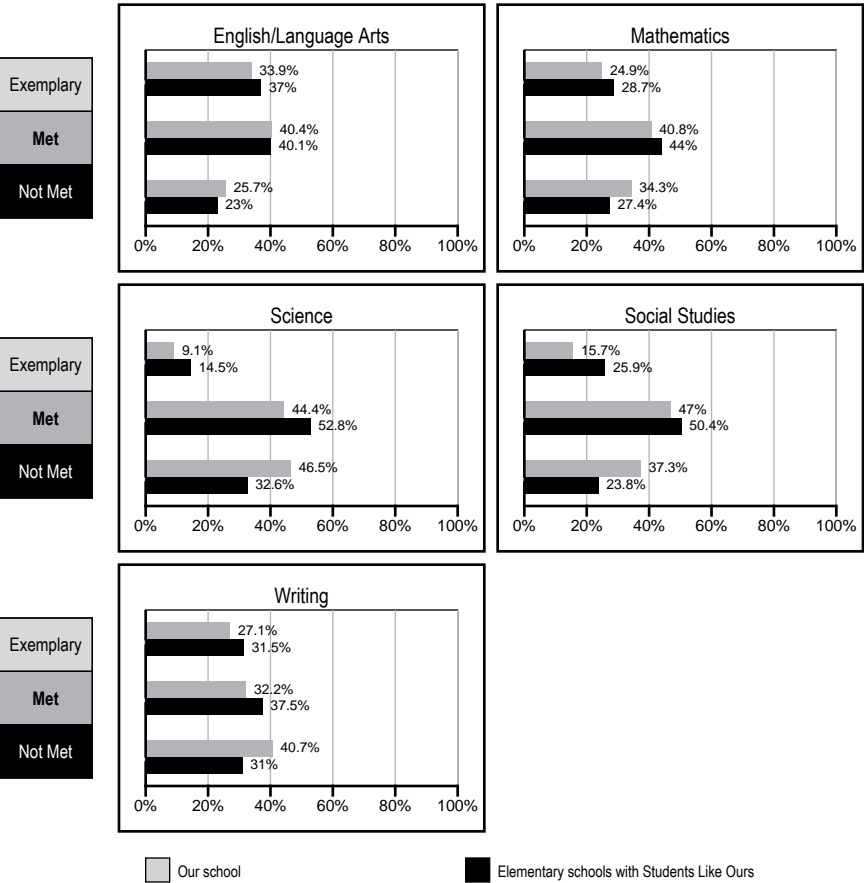
97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	25	81	4	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=693)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.6%	Down from 1.8%	2.0%	1.9%
Attendance rate	96.6%	Down from 97.1%	96.2%	96.3%
Eligible for gifted and talented	10.5%	Up from 9.5%	10.1%	10.0%
With disabilities other than speech	9.3%	Down from 10.1%	9.5%	7.7%
Older than usual for grade	0.9%	Up from 0.4%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	51.3%	Up from 45.9%	60.3%	59.4%
Continuing contract teachers	76.9%	Up from 70.3%	83.9%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.6%	Up from 81.9%	88.4%	85.9%
Teacher attendance rate	92.7%	Up from 91.3%	95.1%	95.1%
Average teacher salary*	\$45,187	Up 4.8%	\$47,498	\$47,149
Professional development days/teacher	10.8 days	Up from 10.0 days	11.8 days	11.1 days
School				
Principal's years at school	1.0	Down from 13.0	4.0	4.0
Student-teacher ratio in core subjects	24.0 to 1	Up from 21.6 to 1	19.0 to 1	18.8 to 1
Prime instructional time	88.4%	Up from 88.0%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.7%	Up from 94.4%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$5,784	Down 8.1%	\$7,433	\$7,458
Percent of expenditures for instruction**	61.9%	Up from 58.8%	67.8%	68.8%
Percent of expenditures for teacher salaries**	54.3%	Up from 53.5%	61.7%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Berkeley Intermediate School is a public elementary school built in 1995 serving 684 students in grades 3, 4, and 5. The student population is comprised of 53% White, 42% African-American, and 5% other ethnic groups. The school qualifies for Title I based on 64% of the students being eligible for free and/or reduced lunch.

Students performing below grade level are identified each year, and an Academic Assistance Plan is created by teachers and parents together to improve student achievement in all core subject areas. The school provided computer-assisted instruction and two reading interventionists to students identified as needing additional resources to improve test scores. The school curriculum incorporates the Comprehensive Literacy Model to improve English/Language Arts; Everyday Mathematics curriculum for Math. The school uses data from each of the following to make decision to remediate or accelerate student learning: DIBELS, MAP, FAST MATH, and Success Maker reports.

The school has implemented its school improvement goals through all subject areas additional resources listed: Math Buddy Program, FUNdamental Family Night, Roscoe Reading Program, Career Fair, and the involvement of community and parent volunteers. The Moncks Corner Kiwanis's Club partnered with the school's guidance department to celebrate Character Education on a monthly basis.

Test scores indicate our students continue to improve by meeting or exceeding standard: 78.7% in English/Language Arts, 77.8 in Math, 62.7% in Science, and 71.7% in Social Studies. The Red Carpet school incorporates parents, staff, and the community in decision making. The School Advisory Board, parents, and staff recognize the need to continue with our Positive Behavioral Improvement and Support (PBIS), reduce class size in grades three and five for ELA, and additional classroom computers to enhance learning.

Michael Shaw, Principal
Claudia Wilson, Chair, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	173	41
Percent satisfied with learning environment	96.7%	85.5%	95.1%
Percent satisfied with social and physical environment	93.5%	84.8%	90.2%
Percent satisfied with school-home relations	83.9%	87.2%	82.9%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	R
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	685	100	25.5	40.6	33.9	85.2	84.7	82.8	Yes	Yes
Gender										
Male	355	100	29.6	35.8	34.6	80.3	80.7	79.3	N/A	N/A
Female	330	100	21.1	45.8	33.1	90.6	89.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	362	100	17.9	37.6	44.4	90	88.5	89.5	Yes	Yes
African American	290	100	35.5	43.5	21	79.7	78.4	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	92.1	92.3	I/S	I/S
Hispanic	26	100	23.8	42.9	33.3	76.2	80.4	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.7	82.5	I/S	I/S
Disability Status										
Disabled	82	100	71.4	22.1	6.5	45.5	49.6	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	23.8	38.1	38.1	76.2	79.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	440	100	32	46.7	21.3	81.1	79.8	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	685	100	34.2	40.7	25	75.4	80.2	78.9	Yes	Yes
Gender										
Male	355	100	34.3	39.7	26	76.1	77.9	77	N/A	N/A
Female	330	100	34.1	41.9	24	74.7	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	362	100	21.8	44.4	33.8	83.8	85.4	87.2	Yes	Yes
African American	290	100	48.9	37.7	13.4	64.9	70.6	66.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.2	93	I/S	I/S
Hispanic	26	100	47.6	19	33.3	76.2	78.4	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.1	79.5	I/S	I/S
Disability Status										
Disabled	82	100	72.7	24.7	2.6	33.8	45.2	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	42.9	23.8	33.3	76.2	80.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	440	100	44.9	40.4	14.6	67.5	73.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	464	100	46.4	44.5	9.1	53.6	69.2	67.5
Gender								
Male	251	100	44.8	45.2	10	55.2	68.4	67
Female	213	100	48.3	43.8	8	51.7	70.1	68
Racial/Ethnic Group								
White	240	100	32.6	53.7	13.7	67.4	78.2	79.5
African American	202	100	62.1	34.4	3.6	37.9	53.6	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.4	84.3
Hispanic	16	100	N/AV	N/AV	N/AV	33.3	62.2	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	72.4	71.2
Disability Status								
Disabled	49	100	N/AV	N/AV	N/AV	19.6	34	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	16	100	61.5	30.8	7.7	38.5	64.6	59.6
Socio-Economic Status								
Subsided meals	289	100	59	37.3	3.7	41	59.5	55.1

Social Studies

All Students	452	100	37.2	46.9	15.9	62.8	74.2	72.3
Gender								
Male	227	100	36.2	44.1	19.7	63.8	73.3	71.5
Female	225	100	38.3	49.8	12	61.7	75.1	73.2
Racial/Ethnic Group								
White	243	100	26.5	49.1	24.3	73.5	80.5	80.7
African American	187	100	50.6	44.3	5.1	49.4	62.9	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	87.9	88.5
Hispanic	19	100	42.9	42.9	14.3	57.1	69.7	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.6	72.2
Disability Status								
Disabled	58	100	76.8	19.6	3.6	23.2	42.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	18	100	46.2	38.5	15.4	53.8	70.7	67.9
Socio-Economic Status								
Subsided meals	300	100	48.4	44.3	7.3	51.6	66	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	685	99.3	40.3	32.4	27.3	59.7	69.4	70.2	96.6	96.3
Gender										
Male	357	98.9	46.3	31.5	22.3	53.7	61.4	63.2	96.5	96.3
Female	328	99.7	33.8	33.4	32.8	66.2	77.9	77.5	96.7	96.4
Racial/Ethnic Group										
White	363	99.2	31	34.5	34.5	69	74.6	79.1	96.1	95.9
African American	289	99.7	51.4	30.4	18.1	48.6	60.1	57.6	97.2	96.9
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	85.4	86.2	97.4	97.5
Hispanic	26	96.2	57.1	23.8	19	42.9	63.2	62.6	96.9	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	63.2	68.7	98.9	95.8
Disability Status										
Disabled	80	100	86.8	10.5	2.6	13.2	26	26.1	95.3	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	26	96.2	57.1	23.8	19	42.9	62.4	61.2	97.4	96.9
Socio-Economic Status										
Subsidized meals	435	99.1	49.8	33.1	17.2	50.2	61	58.9	96.2	96

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	254	100	27.7	31.1	41.3	72.3
	4	231	100	24.7	42.9	32.4	75.3
	5	200	100	23.8	49.7	26.5	76.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	254	100	43.8	31.9	24.3	56.2
	4	231	100	24.7	44.7	30.6	75.3
	5	200	100	33.3	47.1	19.6	66.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	128	100	49.6	35.5	14.9	50.4
	4	231	100	42.9	49.8	7.3	57.1
	5	105	100	50	44	6	50
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	126	100	44.7	42.1	13.2	55.3
	4	231	100	29.7	53	17.4	70.3
	5	95	100	46.1	38.2	15.7	53.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	252	98.8	39.3	27.4	33.3	60.7
	4	231	99.6	39.1	39.5	21.4	60.9
	5	202	99.5	42.9	30.4	26.7	57.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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